

Report Card 2003-2004

USD 436
Caney Valley
 700 E. Bullpup Blvd.
 Caney, KS 67333-2542
 (620) 879-9200 (620) 879-9209

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2003-2004 school year, this district did make AYP. More information on this district's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 51%	% Tested Goal: 95%	% Prof. & Above Goal: 38%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	61.2%	100.0%	56.8%	100.0%	86.1%	94.0%
Free/Reduced Lunch	57.1%	100.0%	57.3%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	58.8%	100.0%	57.9%	100.0%	N/A	N/A
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	65.1%	100.0%	54.9%	100.0%	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Dist.	State
African Americans	0.5%	8.7%
Hispanics	4.5%	10.8%
Whites	72.7%	75.3%
Other	22.3%	5.2%

Economically Disadvantaged Students	Dist.	State
Economically Disadvantaged	40.3%	37.5%
Non-Economic. Disadvantaged	59.7%	62.5%

Migrant Students	Dist.	State
Migrant Students	0.5%	3.1%
Non-Migrant Students	99.5%	96.9%

TOTAL ENROLLMENT

District: 943 State: 465,397

DEMOGRAPHICS

Limited English Proficiency	Dist.	State
LEP Students	1.6%	5.1%
Non-LEP Students	98.4%	94.9%

Gender	Dist.	State
Male	52.3%	51.7%
Female	47.7%	48.3%

Attendance	Dist.	State
2003	94.0%	94.8%
2004	94.0%	95.1%

Students with Disabilities	Dist.	State
Students with Disabilities	9.8%	13.5%
Students without Disabilities	90.2%	86.5%

Graduation Rate	Dist.	State
2002	75.2%	83.4%
2003	86.1%	86.1%

TEACHER QUALIFICATIONS

State Qualification	All Schools	High Poverty	Low Poverty
Fully Licensed	89.28%	N/A	N/A
Not Fully Licensed	10.72%	N/A	N/A

Not Fully Licensed Teachers	All Schools	High Poverty	Low Poverty
Waivers	0.00%	N/A	N/A
Provisionally Licensed	0.00%	N/A	N/A
Not Licensed	3.57%	N/A	N/A
Not Qualified	5.35%	N/A	N/A

% of Core classes taught by highly qualified	All Schools	High Poverty	Low Poverty
Taught by highly qualified	92.42%	N/A	N/A
Not taught by not highly qualified	7.57%	N/A	N/A

- Teachers in Kansas are considered fully licensed when they hold a valid Kansas teaching certificate/license with the appropriate subject and grade level endorsement for the assignment they hold.
- Teachers in Kansas are considered not fully licensed when they do not hold a valid teaching certificate/license, when they are teaching in a subject area or grade level for which they are not endorsed, when they have a provisional teaching certificate/license, or when they are teaching on a waiver.
- Fully licensed data does not include administrators, librarians, counselors and other support personnel.
- Core Content Courses are defined as elementary, English/language arts, reading, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.

GRADE 5 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	6.1%	12.1%	13.6%	24.2%	21.2%	28.8%	28.8%	28.8%	30.3%	6.1%	0.0%
State	18.5%	20.7%	27.3%	28.9%	22.9%	22.5%	22.2%	20.3%	9.1%	7.5%	0.1%

Economically Disadvantaged

District	0.0%	6.9%	11.8%	20.7%	17.6%	34.5%	38.2%	27.6%	32.4%	10.3%	0.0%
State	10.3%	12.0%	21.0%	24.4%	23.8%	23.9%	29.5%	27.3%	15.4%	12.5%	0.2%

Special Ed.

State	12.3%	13.2%	16.5%	18.6%	20.0%	20.6%	26.8%	27.6%	24.4%	19.9%	0.5%
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ELL

State	10.1%	7.9%	19.3%	22.2%	20.8%	22.7%	32.5%	30.5%	17.3%	16.6%	0.3%
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African Am.

State	6.9%	9.5%	17.1%	20.3%	20.5%	23.3%	33.7%	29.6%	21.9%	17.3%	0.3%
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Hispanic

State	9.0%	9.6%	19.0%	23.9%	24.6%	23.3%	32.5%	29.4%	15.0%	13.9%	0.2%
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White

District	5.5%	12.8%	12.7%	27.7%	21.8%	23.4%	27.3%	29.8%	32.7%	6.4%	0.0%
State	21.2%	23.7%	29.5%	30.7%	22.8%	22.2%	19.7%	17.8%	6.8%	5.5%	0.1%

Asian

State	22.1%	21.3%	27.1%	30.5%	23.4%	23.7%	18.7%	19.6%	8.7%	4.9%	0.1%
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Am. Indian

District	0.0%	7.1%	0.0%	21.4%	0.0%	42.9%	0.0%	21.4%	0.0%	7.1%	0.0%
State	11.2%	10.8%	25.6%	22.4%	21.6%	26.4%	24.9%	30.5%	16.7%	9.8%	0.0%

Multi-Ethnic

State	17.1%	19.2%	28.4%	27.3%	24.7%	23.3%	21.2%	19.1%	8.6%	8.6%	0.4%
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Female

District	4.5%	5.9%	22.7%	26.5%	18.2%	32.4%	31.8%	32.4%	22.7%	2.9%	0.0%
State	18.8%	21.2%	28.2%	29.7%	22.9%	22.9%	22.1%	19.9%	8.0%	6.4%	0.1%

Male

District	6.8%	18.8%	9.1%	21.9%	22.7%	25.0%	27.3%	25.0%	34.1%	9.4%	0.0%
State	18.3%	20.2%	26.5%	28.3%	22.8%	22.2%	22.3%	20.6%	10.2%	8.6%	0.1%

Migrant

State	7.9%	6.7%	18.6%	23.7%	24.1%	23.6%	33.6%	30.3%	15.8%	15.7%	0.0%
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GRADE 8 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	0.0%	0.0%	20.0%	24.6%	37.3%	34.8%	25.3%	23.2%	17.3%	17.4%	0.0%
State	10.7%	12.1%	31.2%	34.4%	28.6%	28.6%	20.6%	18.5%	8.9%	6.5%	0.2%
Economically Disadvantaged											
District	0.0%	0.0%	12.5%	20.7%	50.0%	31.0%	25.0%	24.1%	12.5%	24.1%	0.0%
State	5.7%	6.7%	20.2%	24.7%	28.9%	29.6%	28.7%	27.0%	16.4%	12.0%	0.5%
Special Ed.											
State	5.4%	6.6%	12.3%	15.5%	21.6%	24.5%	31.5%	30.7%	29.1%	22.7%	0.8%
ELL											
State	15.6%	17.1%	17.4%	21.2%	19.8%	19.3%	24.7%	27.0%	22.5%	15.5%	0.2%
African Am.											
State	3.5%	4.7%	15.6%	18.9%	27.8%	30.8%	32.5%	29.7%	20.7%	15.9%	0.7%
Hispanic											
State	6.7%	8.3%	18.2%	23.8%	27.8%	27.7%	29.6%	28.6%	17.8%	11.6%	0.4%
White											
District	0.0%	0.0%	18.8%	31.4%	35.4%	28.6%	25.0%	22.9%	20.8%	17.1%	0.0%
State	12.0%	13.5%	34.4%	37.3%	28.7%	28.4%	18.3%	15.9%	6.6%	4.9%	0.2%
Asian											
State	12.6%	15.5%	31.8%	33.9%	27.4%	28.5%	19.8%	17.3%	8.5%	4.8%	0.4%
Am. Indian											
District	0.0%	0.0%	26.1%	17.6%	39.1%	41.2%	26.1%	23.5%	8.7%	17.6%	0.0%
State	2.8%	5.2%	22.0%	26.4%	29.8%	30.1%	31.6%	28.6%	13.9%	9.6%	0.8%
Multi-Ethnic											
State	7.8%	8.7%	29.3%	33.5%	31.3%	28.0%	21.5%	19.1%	10.1%	6.9%	0.3%
Female											
District	0.0%	0.0%	20.5%	23.3%	43.6%	46.7%	23.1%	13.3%	12.8%	16.7%	0.0%
State	12.2%	13.9%	32.9%	36.2%	29.2%	28.4%	19.2%	17.0%	6.4%	4.5%	0.2%
Male											
District	0.0%	0.0%	19.4%	25.6%	30.6%	25.6%	27.8%	30.8%	22.2%	17.9%	0.0%
State	9.2%	10.5%	29.7%	32.6%	28.1%	28.7%	21.9%	19.8%	11.1%	8.3%	0.3%
Migrant											
State	9.4%	10.3%	18.2%	23.3%	22.6%	22.9%	30.0%	30.3%	19.8%	13.2%	0.2%

GRADE 11 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	11.5%	3.3%	10.3%	26.2%	27.6%	29.5%	31.0%	23.0%	19.5%	18.0%	0.0%
State	12.2%	12.9%	23.7%	24.4%	24.7%	25.1%	26.0%	26.1%	13.4%	11.5%	0.6%

Economically Disadvantaged

District	14.3%	8.3%	7.1%	33.3%	28.6%	16.7%	28.6%	25.0%	21.4%	16.7%	0.0%
State	6.6%	6.6%	14.7%	16.3%	21.6%	21.7%	32.3%	33.7%	24.8%	21.7%	1.3%

Special Ed.

State	6.0%	8.4%	9.0%	9.7%	13.3%	13.3%	28.5%	31.1%	43.1%	37.5%	1.5%
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ELL

State	17.4%	12.1%	16.6%	9.9%	16.4%	12.3%	19.1%	26.5%	30.4%	39.3%	0.7%
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African Am.

State	3.1%	3.8%	11.0%	11.4%	18.6%	19.4%	33.7%	35.3%	33.6%	30.0%	2.0%
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Hispanic

State	8.1%	6.0%	13.6%	13.4%	20.2%	21.7%	33.4%	35.7%	24.7%	23.3%	1.3%
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White

District	8.6%	2.4%	6.9%	21.4%	36.2%	28.6%	29.3%	28.6%	19.0%	19.0%	0.0%
State	13.2%	14.3%	25.7%	26.7%	25.5%	25.9%	24.9%	24.4%	10.7%	8.8%	0.4%

Asian

State	15.4%	14.2%	19.9%	16.2%	24.3%	23.1%	23.4%	28.9%	17.0%	17.5%	0.4%
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Am. Indian

District	19.2%	0.0%	19.2%	38.9%	7.7%	33.3%	34.6%	11.1%	19.2%	16.7%	0.0%
State	8.1%	5.6%	20.7%	20.2%	23.4%	29.5%	30.0%	29.2%	17.7%	15.4%	1.6%

Multi-Ethnic

State	11.1%	12.2%	22.3%	22.3%	25.3%	23.2%	26.7%	28.0%	14.6%	11.6%	0.1%
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Female

District	15.9%	0.0%	11.4%	42.9%	25.0%	28.6%	31.8%	14.3%	15.9%	14.3%	0.0%
State	13.4%	13.8%	25.4%	25.2%	25.7%	25.8%	25.3%	25.8%	10.3%	9.4%	0.5%

Male

District	7.0%	6.1%	9.3%	12.1%	30.2%	30.3%	30.2%	30.3%	23.3%	21.2%	0.0%
State	11.1%	12.1%	22.2%	23.6%	23.8%	24.5%	26.7%	26.4%	16.3%	13.5%	0.6%

Migrant

State	12.4%	8.4%	15.0%	9.8%	18.6%	16.2%	28.9%	31.8%	25.1%	33.8%	1.4%
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GRADE 4 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	9.7%	22.7%	32.3%	34.7%	17.7%	21.3%	27.4%	14.7%	12.9%	6.7%	0.0%
State	23.0%	30.4%	29.3%	30.1%	21.2%	19.6%	17.9%	14.2%	8.6%	5.7%	0.1%

Economically Disadvantaged

District	3.8%	14.3%	26.9%	31.4%	11.5%	28.6%	38.5%	17.1%	19.2%	8.6%	0.0%
State	12.9%	20.2%	24.8%	28.1%	23.4%	22.3%	24.6%	19.8%	14.3%	9.6%	0.2%

Special Ed.

State	14.6%	22.2%	23.2%	26.1%	20.9%	20.0%	24.8%	20.4%	16.5%	11.4%	0.6%
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ELL

State	7.7%	13.7%	19.2%	23.3%	23.0%	23.1%	30.8%	25.7%	19.3%	14.2%	0.2%
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African Am.

State	8.4%	14.2%	18.6%	23.9%	20.7%	23.6%	28.9%	23.2%	23.4%	15.0%	0.4%
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Hispanic

State	10.0%	17.0%	22.3%	26.0%	23.8%	23.4%	28.0%	22.2%	15.9%	11.4%	0.3%
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White

District	12.2%	16.3%	32.7%	38.8%	16.3%	20.4%	26.5%	14.3%	12.2%	10.2%	0.0%
State	26.5%	34.5%	31.5%	31.4%	20.9%	18.5%	15.1%	11.9%	5.9%	3.8%	0.1%

Asian

State	28.3%	33.6%	32.2%	32.2%	20.9%	17.6%	13.7%	12.6%	5.0%	4.1%	0.1%
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Am. Indian

District	0.0%	25.0%	30.0%	31.2%	30.0%	31.2%	40.0%	12.5%	0.0%	0.0%	0.0%
State	16.5%	26.2%	23.2%	30.3%	21.3%	19.3%	27.2%	18.2%	11.8%	6.0%	0.0%

Multi-Ethnic

State	20.6%	24.2%	28.5%	29.4%	22.9%	22.0%	19.1%	15.9%	8.9%	6.6%	0.1%
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Female

District	9.7%	18.9%	38.7%	40.5%	16.1%	27.0%	25.8%	8.1%	9.7%	5.4%	0.0%
State	22.0%	29.3%	29.5%	30.3%	21.8%	19.9%	18.2%	14.7%	8.5%	5.8%	0.1%

Male

District	9.7%	26.3%	25.8%	28.9%	19.4%	15.8%	29.0%	21.1%	16.1%	7.9%	0.0%
State	23.9%	31.4%	29.1%	30.0%	20.7%	19.3%	17.6%	13.7%	8.7%	5.6%	0.2%

Migrant

State	7.4%	14.1%	22.2%	24.4%	22.5%	25.5%	29.7%	22.8%	18.2%	13.2%	0.3%
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GRADE 7 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	4.3%	13.0%	14.5%	21.7%	21.7%	20.3%	39.1%	29.0%	20.3%	15.9%	0.0%
State	16.6%	19.5%	21.9%	24.2%	21.5%	21.7%	21.4%	20.3%	18.6%	14.4%	0.3%

Economically Disadvantaged

District	3.6%	13.5%	10.7%	16.2%	14.3%	27.0%	42.9%	21.6%	28.6%	21.6%	0.0%
State	6.6%	9.2%	14.6%	17.9%	19.5%	21.2%	26.9%	26.7%	32.5%	25.0%	0.5%

Special Ed.

State	6.3%	9.5%	11.3%	14.6%	16.5%	18.0%	23.7%	26.7%	42.3%	31.3%	1.1%
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ELL

State	3.0%	4.6%	5.9%	9.7%	12.7%	14.1%	22.7%	29.3%	55.8%	42.2%	0.2%
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African Am.

State	3.4%	5.6%	9.7%	13.0%	14.9%	19.1%	27.8%	28.4%	44.2%	33.9%	0.7%
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Hispanic

State	4.0%	6.9%	11.8%	15.6%	17.6%	21.0%	27.2%	27.7%	39.4%	28.8%	0.3%
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White

District	8.3%	13.2%	13.9%	26.3%	25.0%	21.1%	36.1%	21.1%	16.7%	18.4%	0.0%
State	19.7%	22.7%	24.6%	26.7%	22.5%	22.2%	19.8%	18.2%	13.4%	10.2%	0.2%

Asian

State	24.5%	27.9%	19.9%	24.9%	20.9%	18.2%	16.8%	17.6%	18.0%	11.4%	0.3%
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Am. Indian

District	0.0%	10.3%	16.1%	17.2%	16.1%	20.7%	45.2%	41.4%	22.6%	10.3%	0.0%
State	6.4%	8.6%	14.6%	17.8%	20.8%	19.5%	27.4%	31.0%	30.8%	23.1%	0.2%

Multi-Ethnic

State	11.0%	16.8%	20.5%	22.7%	23.6%	22.6%	26.2%	21.3%	18.6%	14.7%	0.3%
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Female

District	6.3%	5.9%	15.6%	23.5%	21.9%	23.5%	34.4%	32.4%	21.9%	14.7%	0.0%
State	15.1%	17.6%	21.9%	24.4%	22.3%	22.6%	22.5%	21.3%	18.2%	14.2%	0.2%

Male

District	2.7%	20.0%	13.5%	20.0%	21.6%	17.1%	43.2%	25.7%	18.9%	17.1%	0.0%
State	18.0%	21.3%	21.9%	24.0%	20.8%	20.9%	20.3%	19.3%	19.0%	14.5%	0.3%

Migrant

State	2.3%	4.2%	8.3%	13.6%	15.2%	16.3%	28.3%	31.7%	46.0%	34.2%	0.4%
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GRADE 10 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	6.3%	10.1%	9.4%	2.9%	18.8%	21.7%	26.6%	42.0%	39.1%	23.2%	0.0%
State	14.4%	17.2%	11.9%	12.9%	19.3%	20.2%	28.0%	29.0%	26.5%	20.6%	0.7%

Economically Disadvantaged

District	21.4%	0.0%	0.0%	0.0%	7.1%	23.5%	7.1%	41.2%	64.3%	35.3%	0.0%
State	5.4%	6.4%	6.3%	7.7%	14.1%	16.2%	30.5%	34.8%	43.8%	34.8%	1.7%

Special Ed.

State	5.0%	6.1%	5.4%	6.5%	10.0%	12.3%	26.3%	32.8%	53.3%	42.3%	2.2%
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ELL

State	2.6%	2.7%	3.2%	2.8%	7.2%	9.0%	31.6%	36.4%	55.5%	49.1%	1.5%
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African Am.

State	2.3%	2.7%	3.7%	4.8%	9.9%	12.0%	26.2%	34.7%	57.9%	45.9%	1.8%
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Hispanic

State	3.3%	4.3%	3.8%	6.3%	11.6%	15.0%	33.2%	36.4%	48.1%	38.0%	1.6%
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White

District	8.9%	10.3%	6.7%	2.6%	15.6%	20.5%	31.1%	48.7%	37.8%	17.9%	0.0%
State	16.6%	19.8%	13.4%	14.3%	21.0%	21.6%	27.5%	27.7%	21.4%	16.5%	0.5%

Asian

State	19.0%	26.0%	11.4%	12.9%	18.0%	20.0%	26.3%	23.4%	25.3%	17.8%	0.5%
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Am. Indian

District	0.0%	11.5%	18.8%	3.8%	25.0%	26.9%	18.8%	34.6%	37.5%	23.1%	0.0%
State	7.1%	7.8%	11.6%	9.8%	16.7%	16.9%	28.0%	35.9%	36.7%	29.6%	2.1%

Multi-Ethnic

State	9.5%	13.0%	8.9%	12.7%	17.2%	17.1%	31.3%	31.3%	33.2%	23.7%	0.2%
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Female

District	6.5%	10.3%	6.5%	0.0%	22.6%	20.5%	38.7%	46.2%	25.8%	23.1%	0.0%
State	12.4%	15.1%	12.1%	12.9%	19.8%	21.1%	29.3%	30.3%	26.4%	20.5%	0.7%

Male

District	6.1%	10.0%	12.1%	6.7%	15.2%	23.3%	15.2%	36.7%	51.5%	23.3%	0.0%
State	16.2%	19.3%	11.6%	12.9%	18.8%	19.4%	26.7%	27.7%	26.7%	20.7%	0.7%

Migrant

State	1.9%	4.6%	2.6%	4.4%	8.1%	11.4%	34.9%	35.6%	52.5%	44.1%	0.9%
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